

U.S. Department of Education
2013 National Blue Ribbon Schools Program
A Non-Public School - 13PV75

	Charter	Title 1	Magnet	Choice
School Type (Public Schools):	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Name of Principal: Dr. Cheryl Reichel

Official School Name: Incarnation Catholic School

School Mailing Address: 45 Williamsburg Lane
Centerville, OH 45459-4218

County: Montgomery State School Code Number*: 054445

Telephone: (937) 433-1051 E-mail: cheryl.reichel@incarnation.catholic.org

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I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent*: Dr. Jim Rigg Superintendent e-mail: cso@catholiccincinnati.org

District Name: Archdiocese of Cincinnati District Phone: (513) 421-3131

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that it is accurate.

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson: Mr. Nick Lair

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

**Non-Public Schools: If the information requested is not applicable, write N/A in the space.*

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Director, National Blue Ribbon Schools (Aba.Kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, National Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made Adequate Yearly Progress (AYP) or its equivalent each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's AYP requirement or its equivalent in the 2012-2013 school year. Meeting AYP or its equivalent must be certified by the state. Any AYP status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take foreign language courses.
5. The school has been in existence for five full years, that is, from at least September 2007 and each tested grade must have been part of the school for that period.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2008, 2009, 2010, 2011 or 2012.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT

Questions 1 and 2 are for Public Schools only.

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SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Suburban

4. Number of years the principal has been in her/his position at this school: 17

5. Number of students as of October 1, 2012 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	66	39	105
1	33	36	69
2	40	44	84
3	50	49	99
4	41	50	91
5	43	34	77
6	60	44	104
7	48	42	90
8	53	39	92
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total in Applying School:			811

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
4 % Asian
2 % Black or African American
2 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
91 % White
1 % Two or more races
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2011-2012 school year: 1%
This rate is calculated using the grid below. The answer to (6) is the mobility rate.

Step	Description	Value
(1)	Number of students who transferred <i>to</i> the school after October 1, 2011 until the end of the school year.	3
(2)	Number of students who transferred <i>from</i> the school after October 1, 2011 until the end of the school year.	5
(3)	Total of all transferred students [sum of rows (1) and (2)].	8
(4)	Total number of students in the school as of October 1, 2011	841
(5)	Total transferred students in row (3) divided by total students in row (4).	0.01
(6)	Amount in row (5) multiplied by 100.	1

8. Percent of English Language Learners in the school: 0%
Total number of ELL students in the school: 0
Number of non-English languages represented: 0
Specify non-English languages:

9. Percent of students eligible for free/reduced-priced meals: 1%

Total number of students who qualify: 9

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

The 2012-13 Family Income survey results show 27 students who report low income status (3% of total student count.) Only 9 students are currently receiving free/reduced price meals as reported by our food services operator.

10. Percent of students receiving special education services: 10%

Total number of students served: 77

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>0</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>3</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>16</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>58</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>2</u>	<u>0</u>
Classroom teachers	<u>36</u>	<u>0</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>14</u>	<u>7</u>
Paraprofessionals	<u>0</u>	<u>0</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>9</u>	<u>9</u>
Total number	<u>61</u>	<u>16</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 22:1

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Daily student attendance	97%	97%	97%	97%	97%
High school graduation rate	%	%	%	%	%

14. **For schools ending in grade 12 (high schools):**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2012.

Graduating class size: _____

Enrolled in a 4-year college or university _____%

Enrolled in a community college _____%

Enrolled in vocational training _____%

Found employment _____%

Military service _____%

Other _____%

Total _____**0%**

15. Indicate whether your school has previously received a National Blue Ribbon Schools award:

☐ No

☒ Yes

If yes, what was the year of the award? Prior to 2000

PART III - SUMMARY

In 1957, Fr. Raymond Kallaher, Pastor of the Church of the Incarnation in Centerville, Ohio, asked the Sisters of the Precious Blood from North Dayton to staff a new South Dayton school. Fr. Kallaher's dream of building a Catholic school for his parish provided the impetus for the legacy of excellence that has been at the center of Incarnation's faith-filled, educational program. His dedication and love for his parish school can still be found at the heart of Incarnation today. Incarnation's parish and the Centerville community, both have great pride in the excellent religious option that this kindergarten through eighth grade program provides. The Precious Blood Sisters continue to visit and relish the posterity of the work they started at a small, rural school with one wing of ten classrooms that has become a large, suburban school with five wings and fifty classrooms.

For more than fifty years, many talented minds have helped to develop a framework for the school's approach to setting priorities and establishing goals. At the center is a mission *to provide a spiritually and academically rich environment in which [all] are encouraged to grow in faith as they follow in the footsteps of Jesus*. The school's mission is the gold standard, but implementation is the platinum achievement, where members of the community are encouraged to utilize their talents for the children's benefit. A culture of possibilities emerges when talents are unleashed.

When first grade teachers ask the question, "Can children learn better if they sit on exercise balls?" they are encouraged to research the question, visit other schools, and pilot one class to collect data before implementing the new seating in three grade levels. This process of wondering "*what if*" begins the cycle of educational investigation that has initiated many programs over the years. The question, "*What if teachers have access to multiple levels of reading materials for children?*" resulted in a Leveled Reading Book Room to differentiate instruction. Teachers speculated about whether science and math scores would increase when they asked, "*What if students are presented with an integrated STEM (science, technology, engineering, and math) program?*" which initiated the new position of STEM Coordinator, who has been hired as an educational coach for integrating science, math, technology and engineering curriculum. After initiating a junior high foreign language program with Spanish, French, and German, an investigation into an exploratory foreign language program led to the question, "*What if multiple languages were presented to the primary grades?*" and consequently, the foreign language program expanded to include every grade.

The talents of parents are unleashed when they are asked to join a Technology Committee. With the finesse of a large corporation, parents, teachers, and administrators have made positive advancements into the future. Funding generated from various resources, including grants, donations, and fund raisers, provides the opportunity for students from all grade levels to engage in mobile, wireless technology that includes a TV News Room and classes that interact with students from faraway lands.

Communication is an essential element of an authentic program, and technology and the internet are major sources for reliable, consistent information. A grading and data system, *Edline*, is available for parents to keep track of their children's grades, homework, class assignments, and teacher instructions for lessons and current material. A web site sends information to the community about people, programs, and events. Weekly news updates are sent to families and others that provide current events as well as a pictorial account of happenings.

A discipleship model of leadership is at the source of this culture of possibilities. Students, staff, and families actively participate in a planned, yearly mission program which saturates the curriculum and the culture to provide interactive assistance locally, nationally, and globally. Students often initiate and develop mission programs that they discuss in religion classes, such as the *Homefull Campaign*, which has brought about community awareness as well as needed funds and supplies for the homeless.

Providing a quality education based on the Gospel's 2,000-year-old character education program is a work of salvation by itself, but the academic results for our students is exposed in their achievements. Middle school students have reached county, state, or national levels in: Science Fairs, Math Leagues, Oratorical and Language Arts Contests, Music Education Association Band competitions, Spelling Bees, Geography Bees, and art exhibits and contests. Over 95% of Incarnation's graduating students achieve sophomore status in high school foreign language and math classes, and Incarnation graduates of 2012 earned \$63,600 in scholarship money toward Catholic high school tuition.

The platinum standard for the implementation of our mission has provided an avenue for unleashing the talents of the members of our community and the result is a culture of opportunities in which each child can learn, grow, and love God more deeply.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

Part A

Incarnation School currently administers the Iowa Tests of Basic Skills to students in second through eighth grade. Previously, the Terra Nova 2 and Terra Nova 3 were used as directed by the Archdiocese of Cincinnati. Incarnation School has traditionally performed in the top 15% of these standardized tests. This trend has been noted across all testing categories and years. This exemplary performance is consistent in Incarnation School's history. The expectation at Incarnation School is to outperform all schools in the Archdiocese of Cincinnati and schools nationally.

For the past six years, the school has employed the AIMSweb Universal Screening program. These tests assess and track student growth three times a year in the areas of math computation, math problem solving, reading comprehension, and reading fluency. During the first two weeks of school, a baseline score is attained from each student in the four different categories. The students are then reassessed in January and May to track growth. The average for each testing component at Incarnation School is higher than the national norm given by AIMSweb Universal Screening for all grades. While the overall average is higher than the national norm, teachers are tracking individual growth from all levels of learners. The expectation is for low achievers to perform within or beyond the average range and for average and high achievers to maintain and expand their capabilities.

Part B

The data collected from the Iowa Tests of Basic Skills and the AIMSweb Universal Screening provides evidence about each student's learning progress and helps teachers, administrators, and parents select both immediate and future learning goals. General trends are observed when focusing on entire grade levels or curriculum areas. In 2007, fourth grade students scored in the 68th percentile in math which placed them slightly lower than the top 15% nationally. These lower scores prompted an investigation into the subtests to identify weaknesses. Teachers addressed math computation to improve students' overall scores. The scores for this grade level steadily increased over the years. This same group scored in the 71st percentile in sixth grade and in the 79th percentile in eighth grade, placing them in the top 15% nationally in math.

Incarnation School has consistently scored above the Archdiocesan average. Overall, the cumulative student body scored in a higher percentile rank. In 2011, the school's average percentile rank was 8.7 percentile points higher than the Archdiocesan average in reading and 9.8 percentile points higher than the Archdiocesan average in math. Individually, each grade level scored from 4 to 13 points higher than the Archdiocesan average. For example, third graders scored in the 81st percentile in reading, placing them in the top 15% nationally and 7 points higher than the Archdiocesan average of 74. In the same grade level for math, the NPR needed to be in the top 15% was a 72. The Archdiocesan average was at the 68th percentile with Incarnation students scoring 13 points higher in the 81st percentile. This same trend is noted across the grade levels in all subjects.

Only twice within the past five years did the school's scores not outperform the Archdiocesan average. Both times this occurred in the math scores on the Terra Nova tests. As mentioned previously with the eighth grade class of 2012, the subtests were investigated to find a reason for the change. This group's math score was 3.2 points lower than the Archdiocesan average as fourth graders in 2007 and improved to 1.0 point lower than the Archdiocesan average as sixth graders.

The AIMSweb Universal Screening program provides a target score for each test given. This target score is calculated at the 45th percentile. In 2011, 84% of the students at Incarnation scored above the target score in the AIMSweb Universal Screening math computation. 85% of the student body scored above the target score in the math concepts and applications portion of the test. In reading, both comprehension and fluency scores were above the target score at 85% above and 81% above respectively. With high achieving scores comes the challenge of meeting the needs of all students. Using this data, teachers work collaboratively to develop lessons to differentiate instruction.

2. Using Assessment Results:

Assessment is at the heart of effective instruction. Teachers employ formative and summative assessments as well as daily formal and informal assessments to guide their current and future instruction. In addition to spelling inventories, Star Reader assessments, and other tools, students in grades two through eight are evaluated annually using the Iowa Tests of Basic Skills. Students in grades kindergarten through eight are assessed three times a year using the AIMSweb Universal Screening program. This curriculum-based measurement program evaluates math computation, math problem solving, reading comprehension, and reading fluency. Teachers use the data collected from assessments to develop curriculum and to expose and unleash the talents of all students. Once assessment results are calculated, classroom teachers, intervention specialists, and administrators collaborate and discuss scores. Students' strengths and weaknesses are noted, and this information helps guide future instruction and differentiation.

The data collected from the Iowa Tests of Basic Skills guides teachers in noting what material has been mastered and what material needs additional focus. Trends across grade levels are also observed. For example, the students' overall computation scores decreased in the past few years on the Iowa Tests of Basic Skills. To counteract this trend, teachers increased basic fact instruction in all grade levels by incorporating additional math fact strategies in the classroom. The use of instructional iPad apps, peer tutors, and direct instruction are just a few examples of how the school has implemented a plan to increase computation skills beyond the previous levels.

The data collected from the AIMSweb Universal Screening program is another assessment for guiding instruction and differentiation. Teachers use the data from the AIMSweb Universal Screening Reading Benchmarks to form guided reading groups and incorporate leveled readers in their classrooms. When teachers identify students who are above average in the benchmarks, lessons are created to extend learning. Classroom teachers, along with Intervention Specialists, pinpoint students below average and provide strategic instruction to bridge the gaps. Progress monitoring is used as a tool to gauge the effectiveness of current interventions. For example, fifth grade teachers added weekly fluency folders when scores were lower than in previous years. The math scores obtained from AIMSweb Universal Screening are also used to differentiate instruction. Teachers analyze the math assessments and determine the concepts in which additional instruction is needed. For example, the eighth grade math teacher noticed that many general math students were skipping problems changing fractions to decimals. Additional instruction and assessment of the skill is now regularly included in weekly lessons. Skills are revisited to ensure student mastery of the concept. Additionally, the AIMSweb Universal Screening math scores are a tool used to place students in general or enriched math classes beginning in fifth grade.

Assessment data is collected, organized, and stored in a folder for each student every year. These folders are passed from grade to grade to increase communication and provide information to current teachers about individual strengths and weaknesses, accommodations or interventions attempted, and other pertinent information about the student.

Every five years, Incarnation School uses the data to create school improvement goals through the OCSAA (Ohio Catholic School Accrediting Association). All assessment results are analyzed and discussed to guide the accreditation process. Goals are written to increase student learning, to develop a more effective curriculum, and to reinforce the technology and textbook selection process.

There are a variety of methods used to inform parents, students, and the community of academic achievements. Parents and students are notified of assessment data during parent/teacher conferences, in report cards, in weekly Friday Folders, and as needed throughout the school year. At parent/teacher conferences, the Fall AIMSweb Universal Screening scores are shared with parents. Teachers are prepared with suggestions on how to address weaknesses and how to reinforce strengths at home and at school. The Winter and Spring AIMSweb Universal Screening results are sent home to families in the second and fourth quarter report cards. If a student's progress is being monitored by teachers, the results are emailed or sent home to parents each week. When the school receives the Iowa Tests of Basic Skills results, a letter is sent home explaining how to understand the student scores. The Incarnation Parish community receives the *Proclamation* magazine and school report twice yearly highlighting students, teachers, and classrooms. The weekly *I-News* online newsletter is sent to families to inform them of current and upcoming news and events. The school web site is continually updated and is a wealth of general information. The school principal also shares information with the Education Commission and Parent Teacher Organization at monthly meetings.

3. Sharing Lessons Learned:

When educators collaborate, opportunities to enhance a child's education flourish. Administrators model this belief through their involvement with local and professional organizations. The principal and assistant principal are members of the OAESA (Ohio Association of Elementary School Administrators), and they write articles for the OAESA publication and attend regional meetings. They serve as OCSAA (Ohio Catholic School Accrediting Association) external validation chairs in Catholic schools throughout Ohio. The principal is a member of the Catholic Leadership Institute of Principals and St. Remy Catholic Initiative, and she serves on the Muse Machine Board of Trustees and Alter High School's Board of Trustees. These learning communities allow the school's administration not only to share the school's successful strategies, but also to continue to seek novel ideas and best practices.

The administrators of Incarnation School set a standard for teachers to become involved with professional learning groups. Teachers meet weekly in grade level teams to share strategies for upcoming curriculum. Intervention specialists meet weekly with classroom teachers to provide coaching and to discuss the needs of students. Teachers meet quarterly with horizontal and vertical curricular teams to discuss effective strategies in all content areas. New teachers meet weekly with assigned mentor teachers for support and to discuss successful classroom approaches.

Within learning teams established in the school and in the wider educational affiliations, teachers participate in professional learning communities. The junior high science teacher serves on the Montgomery County Science Day Committee and organizes the school science fair and the county level fair. A fourth grade teacher is a teacher advisor for Scholastic Books, reviewing books and creating lessons for teachers nationwide. Technology teachers served on the Archdiocese committee for the development of technology curriculum. The school counselor presented at the All Ohio Counselor's Conference in Columbus about using books to combat bullying. Four teachers and the principal are part of the University of Dayton's St. Remy Initiative, which blends educational and spiritual leadership that strengthens and transcends Catholic identity to the students. Each spring, kindergarten teachers present information at the public library to parents in the community about a child's readiness for kindergarten. The University of Dayton employs five Incarnation teachers and the principal as instructors for education classes including: Math Methods, Spanish, Curriculum, and Educational Leadership. Sharing and seeking successful strategies not only enhances teachers, but it also gives them the tools to tap into the talents of the children.

4. Engaging Families and Communities:

Incarnation has a strong, successful culture of school improvement because of its partnership with school families and its dedication to the development of the whole child. Parents are assisted in the instruction of

their children through positive, research-based activities, internet support programs, and open communication.

Faculty and staff seek ways to involve community members and parents with the educational program. The school counselor and principal lead Book Studies each year to encourage and connect with families. Teachers welcome *Wizards of Wow* into their classrooms as part of an Educational Outreach program of Wright-Patterson Air Force Base. Parents serve as keynote speakers and presenters at the annual Junior High Career Fair as they share their background and knowledge regarding skills necessary to be successful in today's workplace. A judge, who is a grandfather of Incarnation students, brings the political process to life in civics classes. An intensive care pediatrician and parent brings organs from the Wright-State University Medical School to teach students about the effects of healthy and unhealthy lifestyles.

Over 80 parents and community members volunteer as judges for the Junior High Science Fair. Students utilize the scientific method to create and present well-researched Science Fair projects. COSI (Center of Science and Industry) presents interactive, parent-led stations for students which complement science curriculum. Parents are actively involved with math curriculum on Math Night. Parents and retired parishioners volunteer to work with small groups of primary children to improve reading and math skills, and parents and teachers successfully coach Destination ImagiNation teams at regional and state level competitions. Incarnation's strong commitment to mission projects is successful because of parental involvement and support. Hundreds of pairs of donated shoes are transported to Appalachia, and food items are delivered to local food banks every year. Multiple local and global mission programs are supported through the community's efforts.

Parents are kept apprised of school events and learning experiences through the weekly online newsletter, *I-News*. A twice-yearly report-to-the-parish, the *Proclamat!on*, is written in magazine format, and it details significant staff, classroom, and student successes. Through the use of *Edline*, a web-based communication vehicle, parents can view their child's academic progress, find links to online educational sites, and keep abreast of school activities and programs. Parents are also invited to visit academic blogs created by teachers, and student internet safety and "netiquette" skills are reinforced in the computer labs and communicated by the Technology Team.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

An emphasis on teacher collaboration and research-based decisions drives the school curriculum and propels students toward academic success. Grade level teaching teams collaborate weekly to plan lessons that meet each student's developmental needs in kindergarten through eighth grade, assessing data and identifying appropriate instructional methods. Portfolios track each child's individual grade level data describing student progress academically, socially, and behaviorally. All teachers utilize the Archdiocesan *Graded Course of Study* (2012) which is in alignment with the ODE (Ohio Department of Education) and national common core standards.

The *Everyday Mathematics* program emphasizes developing math concepts, problem solving, the use of manipulatives, and teacher training in kindergarten through fifth grade. Collaboration among curriculum teams creates multi-tiered math instruction allowing students to advance to a more challenging curriculum throughout the grades, and eighth grade students may transition to Honors Algebra II or Geometry when they enter high school.

The foreign language department offers exploratory Spanish for kindergarten through fourth grade incorporating a multi-sensory approach to learning vocabulary, pronunciation, and culture. Fifth and sixth grade students explore French, German, and Spanish focusing on global awareness. Seventh and eighth grade students study French, German, or Spanish as a part of the daily curriculum. Incarnation School is in compliance with the Blue Ribbon School's foreign language requirements.

The language arts curriculum focuses on communication skills and core literacy training through the University of Dayton which has provided a curricular constancy. The primary grades utilize the *Four Blocks of Reading* program as an optimal literacy base for students. The *Six Traits of Writing* is utilized across the grade levels and disciplines, creating a consistency in criteria and terminology. Standardized rubrics provide a solid foundation of skills and expectations for students. Speeches, plays, Reader's Theater, and presentations enhance students' public speaking abilities. Students compete in local and national writing and oratorical contests to gain confidence, experience, and recognition which travel with them into high school.

The social studies curriculum embodies project-based learning. The early grades focus on community and citizenship. Third grade embraces local history by walking to nearby historic sites. Middle school curriculum focuses on the geography of regions. The sixth grade uses Flip video to create podcast reports. Eighth grade American history and civics studies culminate with a class trip to Washington, D.C.

A STEM program is emerging with the addition of a coordinator who works closely with science teachers to expand inquiry-based activities that involve higher level skills such as analysis and synthesis of information. Sixth grade students view strawberry DNA while fifth grade students build circuits. Junior high students collect data to prove their Science Fair hypotheses. Students advance to the county, regional, and state levels achieving local and national recognition.

Technology is integrated into the teaching structure of classrooms, and students are guided by a Technology Team who instructs them in the ethical use of computers as well as skills which include keyboarding and programs such as Microsoft Office Suite, Audacity, and Animoto. Netbooks and iPads enhance opportunities to gain skills for the future.

The physical education department oversees the physical and social well-being of students. Units of study develop skills in a non-competitive atmosphere emphasizing healthy lifestyles. Teachers conduct a Field Day, a Jump Rope Team, a Speed Cup Stacking Team, Girls on the Run, and Friday Fitness Fun for

students. A Nutrition Fair promotes healthy food choices. Multiple curricular opportunities support career readiness, and the annual Junior High Career Fair permits students to explore personal career choices through parent presentations and a guided curriculum. As graduates move into high school, Incarnation's culture of possibilities enables students to achieve their dreams.

2. Reading/English:

Incarnation's language arts curriculum focuses on: increasing growth in reading; writing and vocabulary skills; providing strong support for fluency development; encouraging an appreciation and love for literature; and building skills in content area reading. The Archdiocesan *Graded Course of Study* provides student learning objectives, and the goal of Incarnation teachers is to guide children from emerging readers to competent readers to children who love to read! Weekly grade level meetings include intervention specialists who team teach with teachers and provide resources for struggling or strong readers.

In grades kindergarten through third, phonics is presented in the movement-based Phonics Dance Program. These grades also utilize the *Four Blocks of Reading* program which incorporates into lesson plans a daily approach to reading which includes guided reading, self-selected reading, writing, and vocabulary development. The program progresses and builds upon itself, and teachers are trained at workshops to maximize student learning. Reading scores are closely monitored through annual standardized testing as well as the AIMSweb Universal Screening tests that are administered three times a year.

In addition to traditional basal readers and novels, teachers integrate numerous projects designed to create a deeper understanding and appreciation for literature while allowing students to unleash their creativity. Fourth grade students author Christmas stories using the *Six Traits of Writing* for their kindergarten buddies ultimately crafting a book on CD, which enhances the fluency not only of fourth graders but also their kindergarten buddies. An intergenerational book buddies program increases student comprehension and love of reading as senior members of Incarnation's community read and discuss fiction and non-fiction reading materials with kindergarten, second, and sixth grade students. Eighth grade students study a Shakespearean play and then perform the play for the school community. Students frequent the school's state-of-the-art library, supervised by a librarian with a Master's Degree in Library Science. The possibilities for excellence are endless.

Emphasis is placed on individual student achievement through assessment and data collection. Individualized instruction and appropriate practices are designed to promote reading mastery.

Data from AIMSweb Universal Screening, the Iowa Tests of Basic Skills, and numerous objective and subjective teacher assessments create an overall picture of student abilities and offer differentiated instruction. A reading specialist and a literacy specialist collaborate with teachers as they develop a challenging, effective reading program. A Leveled Reading Book Room aids small group strategy instruction and is seen to be key to an essential literacy program.

3. Mathematics:

Incarnation School recognizes that mathematics is a life-long journey of possibilities. The goal of Incarnation teachers is to provide individualized instruction to advance students to their level of understanding through a strong foundation that will prepare them for the global community. Teachers follow the standards from the NCTM (National Council of Teachers of Mathematics) and the Archdiocesan *Graded Course of Study*, which include basic facts, algebraic concepts, mental math, geometry, and number sense. These five critical areas of instruction align with the national and state common core standards. *The Everyday Mathematics* series (University of Chicago) was adopted after considerable research and recognition of the needs of our diverse learners. Teachers routinely use manipulatives, math journals, card games, SmartBoards, ELMOs, and iPads to reinforce concepts. Practice and reinforcement comes from mobile netbook labs and visits to computer lab classes

to help struggling students and to challenge advanced learners. Teachers use *Edline* for math suggestions, to practice work, and for homework assignments. Teachers regularly communicate with families to ensure the greatest opportunity for all to learn.

A collaborative approach by the teachers facilitates the math curriculum. Teachers meet in grade level, department, and school-wide curriculum meetings to assess and strengthen the math program. They attend professional workshops and graduate level courses. Real world applications include students counting and sorting donated shoes and coats. Fourth grade students chart the collections with their kindergarten buddies, and then graph the numbers in their math class. Eighth grade students use money and inventory skills to operate the School Supply Store and to maintain a data base of their grades.

Through a myriad of testing materials students are identified for remediation and enrichment. The Iowa Tests of Basic Skills and AIMSweb Universal Screening monitor student growth. Teachers schedule challenge or review lessons before and after school for students to attend. Parents and grandparents volunteer to work with small groups. Intervention specialists collaborate and provide resources for teachers, and junior high students volunteer as peer tutors to help younger students. Summer School offers classes in enrichment and remedial math. Weekly computer classes strengthen math skills through programs like *Sumdog*. Parents and children participate in the scheduled Family Math Night to learn the math program, the terminology, and play the creative math games. Students are challenged to achieve new heights in math curriculum, and the results are an unleashing of talents through multiple opportunities.

4. Additional Curriculum Area:

Mission Statement

Incarnation Catholic School provides a spiritually and academically rich environment in which children, their families, and the school staff are encouraged to grow in faith as they follow in the footsteps of Jesus.

The performing and visual arts provide Incarnation's students with the opportunity to unleash their talents and to share their gifts with the community. Students in kindergarten through eighth grade have a variety of musical experiences. Weekly general music education classes for the primary grades provide basic elements of music as well as scheduled opportunities to perform. The possibilities grow when students are in fourth grade, and they may choose orchestra or general music, and they may perform with the Fourth Grade Performing Group or Church Choir. Fifth through eighth grade students may choose general music which includes guitar instruction, band, or orchestra.

Incarnation School works in partnership with the MUSE Machine, a nationally recognized arts program dedicated to enhancing the lives of students through the performing arts. MUSE Machine resident artists collaborate with grade level teams to integrate the arts while reinforcing the curriculum. The results are evident as visitors walk through the front doors of the school and are greeted with a hanging kaleidoscope of art. A delightful walk down the fourth grade hallway provides a colorful, lighted, multi-dimensional abstract work of art that represents the study of ecosystems. Educational research validates that the integration of the arts with content area curriculum provides the opportunity for greater retention.

Masterworks, an art education program, is organized and implemented by talented volunteer parents who expose students to a variety of diverse artists, from Grandma Moses to Andy Warhol. Visual and kinesthetic learners enjoy being given the opportunity to analyze such styles as cubism, realism, and impressionism. Art projects follow that allow students to emulate the style of the studied artist.

Theater experiences are cultivated in all grades through choral reading, presentations, and Reader's Theater which reinforces reading fluency, oral presentation skills, and comprehension. Eighth grade students present a yearly production of an adapted version of a Shakespeare play. Discussion of plot,

characters, and motivation begins in literature class. A professional director guides students through acting techniques, set design, lighting, make-up, and costuming which all lead to a theatrical production. The unlimited talents of Incarnation students are gifts from God which cannot in good faith be left untapped.

5. Instructional Methods:

Incarnation teachers differentiate instruction to meet the diverse needs of students. Experiential, hands-on learning opportunities are coupled with research-based instructional methods. Teachers meet weekly in grade level teams and quarterly in content area teams to plan units, design assessments, and discuss student needs. Results and instructional methods are discussed and compared to identify wide-ranging student levels. From these assessments and AIMSweb Universal Screening (administered three times a year), teachers form flexible groups based on students' unique ability levels. To differentiate instruction, teachers use leveled readers, design personalized spelling lists, vary instructional materials, and utilize higher level thinking questions.

Technology is a pivotal component for ensuring a high level of student learning, and equipment has been appropriated to achieve this academic goal, which includes the following: 17 SmartBoards, 70 student and 50 teacher iPads, 33 netbooks, 94 computers in 3 labs, 21 Flip cameras, 29 student digital cameras, 75 wireless access points, 7 ELMOs, 4 digital video cameras, and 2 sets of Turning Points. These technological tools foster a culture of possibilities because students have the chance to engage multiple learning styles. Netbooks and SmartBoards utilize interactive online lessons. Students use computers to reinforce math and language curriculum, and the school library keeps busy with students using the Accelerated Reader and Math programs. Enthusiasm abounds in first grade classrooms, where each student has an iPad to access curriculum enhancing apps. Students develop class blogs, web quests, Animoto projects, PowerPoint presentations, and Flip video podcasts to support instruction.

Through professional development programs, teachers stay current with researched teaching approaches, curriculum changes, professional trends, and opportunities to increase differentiation of instruction. Teacher-developed grants are awarded to Incarnation each year which support and fund innovative teaching practices that include: the construction of circuit boards; computer programs for recording songs and lyrics; utilizing infrared thermometers; costume purchases for performances; and weather stations that provide data for the program *Graph Wizard*.

Teachers are able to respond to interventions to aid instruction of students with the support of a professional Intervention Team that includes these professionals: intervention specialist, literacy specialist, reading teacher, speech teacher, nurse, and counselor. Remediation, intervention techniques, and team teaching enrich the learning experience of children as interventionists work on pre-discussed goals with individual students, in small groups, or with the whole class. The collaborative team approach, extensive technology, and highly motivated teachers create a superior learning culture.

6. Professional Development:

Incarnation School has built a reputation on its vision of mission, discipleship, and opportunities. From the school's mission to the continuous improvement plan, the faculty and staff investigate possibilities for improving the spiritual and academic programs for students. Ongoing professional development keeps teachers up-to-date on the most current research about student learning, curriculum resources, and technology tools. An instructional approach that encompasses data-driven decision making has materialized through careful goal setting and collaborative team building. Each team forms a professional learning community that relies on research and data to support student achievement.

Through the OCSAA (Ohio Catholic School Accrediting Association) program, the implementation of developed goals is reviewed, monitored and revised every year and, under the auspices of the

Archdiocese of Cincinnati, the CCO (Catholic Conference of Ohio), and the ODE (Ohio Department of Education), a complete accreditation process occurs every five years. Goals and strategies must be focused on Catholic identity, student achievement, school improvement, and the national, state, and Archdiocesan standards. Teachers' individual plans are guided by these goals, and professional learning communities emerge as teachers choose books and other reading materials that reinforce the OCSAA goals and objectives. Professional reading groups read and discuss topics that have included over the past three years: servant leadership (Greenleaf and Sipe); differentiation (Tomlinson); curriculum mapping (Hayes-Jacobs); response to intervention (National Center on RTI); strategies for reluctant learners (Cleveland); and motivational and behavioral classroom management strategies (Kluth).

Excellent teachers are the core of a successful school environment, and emphasis is placed on hiring, mentoring, and the professional development of motivated teachers. Master teachers are chosen as mentors who meet with newly hired teachers weekly. Intervention specialists collaborate with teachers by sharing instructional strategies, team teaching in classrooms, and attending weekly grade level or monthly department meetings. Curriculum coordinators meet quarterly with teachers to provide a vertical view of each curricular area, and to guide teachers through a mapping process that is tied to standards that display an encompassing view of student development.

Unleashed talents are revealed as teachers' leadership qualities are sanctioned through encouraging team conference attendance followed by related teacher presentations for their colleagues or at Archdiocesan, state, or national conferences. Multiple teachers attend, present, and teach at state conferences and university classes, and they share their expertise with Incarnation teachers as well as teachers from other Catholic schools.

7. School Leadership:

The mission of Incarnation calls the community to *follow in the footsteps of Jesus*, and this mission guides every spiritual and academic program of the community. A strong sense of trust emerges from a mission that incorporates a discipleship model for leadership, and the principal is the encouraging, impassioned herald of this participatory leadership style. Members of the core Administrative Team include the principal, the assistant principal, and department coordinators who serve as liaisons for their departments. The Administrative Team meets monthly to discuss and review the long-range continuous improvement plan and to revisit the strategies and objectives necessary to achieve the goals.

Lead teachers have weekly grade level planning teams, and intervention specialists attend the meetings. Lesson plans are developed that support goals and student data is reviewed to determine instructional strategies. Professional learning communities emerge from these teams, and lead on-going investigations of best practices through research, collaboration, and off-campus school visits. Conferences, presentations, and reading materials reinforce the developed goals and objectives and create a culture of data-driven decision-making that leads to differentiation of instruction.

The unique aspect of the leadership at Incarnation may be found in its culture of possibilities. Not only will goals be achieved, but the reach will also far exceed the grasp. Teachers and administrators have participated in grant writing, collaborated with local universities, and attended conferences and workshops. Incarnation's student achievement goal states that *students will improve critical thinking skills in differentiated classrooms*. Teachers have been hired to extend the influence of the goal through an accelerated math program, integration of STEM curriculum, and expertise in tablet technology. Team teaching with intervention specialists, the speech teacher, and school counselor provides interactive coaching, and students are the benefactors of this change in instructional approaches. The focus of all decision-making is on individual student's attainment of projected goals based on pre-determined standards.

This collaborative spirit creates a discipleship model for leadership teams that builds an environment of high expectations for all stakeholders. Departments create an alliance that is steeped in mold-breaking

ingenuity. Faculty, staff, parents, and students are comfortable with conveying new ideas and working together within the school community toward implementation. Incarnation's culture of possibilities has resulted in the addition of a Lego Robotics Team, Destination ImagiNation, iPads for first graders, a budding school orchestra, and a Morning News television studio.

PART VI - PRIVATE SCHOOL ADDENDUM

1. Private school association: Catholic

2. Does the school have nonprofit, tax-exempt (501(c)(3) status? Yes

3. What are the 2012-2013 tuition rates, by grade? (Do not include room, board, or fees.)

K	1st	2nd	3rd	4th	5th
<u>\$4047</u>	<u>\$3297</u>	<u>\$3297</u>	<u>\$3297</u>	<u>\$3297</u>	<u>\$3297</u>
6th	7th	8th	9th	10th	11th
<u>\$3297</u>	<u>\$3297</u>	<u>\$3297</u>	<u>\$</u>	<u>\$</u>	<u>\$</u>
12th	Other				
<u>\$</u>	<u>\$4635</u>				

4. What is the educational cost per student? (School budget divided by enrollment) \$4128

5. What is the average financial aid per student? \$1460

6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction?
2%

7. What percentage of the student body receives scholarship assistance, including tuition reduction? 7%

PART VII - ASSESSMENT RESULTS

NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 3

Test: Iowa Tests of Basic Skills

Edition/Publication Year: Form C, 2007

Publisher: Riverside Houghton Mifflin Harcourt

Scores reported as: Percentiles

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Oct	Oct	Oct		
SCHOOL SCORES					
Average Score	81	80	74		
Number of students tested	87	80	107		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0	0	0		
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					
<p>Prior to the 2009-2010 school year, testing at Incarnation School was completed in Grades 2, 4, 6, and 8 per Archdiocese of Cincinnati requirements. Therefore five years of previous testing for Grades 3, 5, and 7 is not available. Incarnation began testing all grades 2-8 in 2009-2010 to get a more complete picture of student performance. Incarnation School's testing program has changed throughout the past five years as follows. 2009-2010 (Terra Nova, The Third Edition, CTB/McGraw-Hill) 2010-2011 and 2011-2012 (Iowa Tests of Basic Skills, 2007-Form C, Riverside Houghton Mifflin Harcourt)</p>					

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NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 3

Test: Iowa Tests of Basic Skills

Edition/Publication Year: Form C, 2007

Publisher: Riverside Houghton Mifflin Harcourt

Scores reported as: Percentiles

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Oct	Oct	Oct		
SCHOOL SCORES					
Average Score	81	85	81		
Number of students tested	87	80	107		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0	0	0		
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					
<p>Prior to the 2009-2010 school year, testing at Incarnation School was completed in Grades 2, 4, 6, and 8 per Archdiocese of Cincinnati requirements. Therefore five years of previous testing for Grades 3, 5, and 7 is not available. Incarnation began testing all grades 2-8 in 2009-2010 to get a more complete picture of student performance. Incarnation School's testing program has changed throughout the past five years as follows. 2009-2010 (Terra Nova, The Third Edition, CTB/McGraw-Hill) 2010-2011 and 2011-2012 (Iowa Tests of Basic Skills, 2007-Form C, Riverside Houghton Mifflin Harcourt)</p>					

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NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 4

Test: Iowa Tests of Basic Skills

Edition/Publication Year: Form C, 2007

Publisher: Riverside Houghton Mifflin Harcourt

Scores reported as: Percentiles

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES					
Average Score	80	73	73	71	68
Number of students tested	79	107	93	114	104
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					
Incarnation School's testing program has changed three times throughout the past five years per Archdiocese of Cincinnati requirements. 2007-2008 (Terra Nova, The Second Edition, CTB/McGraw-Hill) 2008-2009 and 2009-2010 (Terra Nova, The Third Edition, CTB/McGraw-Hill) 2010-2011 and 2011-2012 (Iowa Tests of Basic Skills, 2007-Form C, Riverside Houghton Mifflin Harcourt)					

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NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 4

Test: Iowa Tests of Basic Skills

Edition/Publication Year: Form C, 2007

Publisher: Riverside Houghton Mifflin Harcourt

Scores reported as: Percentiles

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES					
Average Score	82	78	81	74	81
Number of students tested	79	107	93	114	104
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					
Incarnation School's testing program has changed three times throughout the past five years per Archdiocese of Cincinnati requirements. 2007-2008 (Terra Nova, The Second Edition, CTB/McGraw-Hill) 2008-2009 and 2009-2010 (Terra Nova, The Third Edition, CTB/McGraw-Hill) 2010-2011 and 2011-2012 (Iowa Tests of Basic Skills, 2007-Form C, Riverside Houghton Mifflin Harcourt)					

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NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 5

Test: Iowa Tests of Basic Skills

Edition/Publication Year: Form C, 2007

Publisher: Riverside Houghton Mifflin Harcourt

Scores reported as: Percentiles

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Oct	Oct	Oct		
SCHOOL SCORES					
Average Score	75	75	71		
Number of students tested	107	91	112		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0	0	0		
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					
<p>Prior to the 2009-2010 school year, testing at Incarnation School was completed in Grades 2, 4, 6, and 8 per Archdiocese of Cincinnati requirements. Therefore five years of previous testing for Grades 3, 5, and 7 is not available. Incarnation began testing all grades 2-8 in 2009-2010 to get a more complete picture of student performance. Incarnation School's testing program has changed throughout the past five years as follows. 2009-2010 (Terra Nova, The Third Edition, CTB/McGraw-Hill) 2010-2011 and 2011-2012 (Iowa Tests of Basic Skills, 2007-Form C, Riverside Houghton Mifflin Harcourt)</p>					

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NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 5

Test: Iowa Tests of Basic Skills

Edition/Publication Year: Form C, 2007

Publisher: Riverside Houghton Mifflin Harcourt

Scores reported as: Percentiles

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Oct	Oct	Oct		
SCHOOL SCORES					
Average Score	82	84	75		
Number of students tested	107	91	112		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0	0	0		
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					
<p>Prior to the 2009-2010 school year, testing at Incarnation School was completed in Grades 2, 4, 6, and 8 per Archdiocese of Cincinnati requirements. Therefore five years of previous testing for Grades 3, 5, and 7 is not available. Incarnation began testing all grades 2-8 in 2009-2010 to get a more complete picture of student performance. Incarnation School's testing program has changed throughout the past five years as follows. 2009-2010 (Terra Nova, The Third Edition, CTB/McGraw-Hill) 2010-2011 and 2011-2012 (Iowa Tests of Basic Skills, 2007-Form C, Riverside Houghton Mifflin Harcourt)</p>					

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NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 6

Test: Iowa Tests of Basic Skills

Edition/Publication Year: Form C, 2007

Publisher: Riverside Houghton Mifflin Harcourt

Scores reported as: Percentiles

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES					
Average Score	74	66	71	77	87
Number of students tested	92	97	100	89	84
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					
Incarnation School's testing program has changed three times throughout the past five years per Archdiocese of Cincinnati requirements. 2007-2008 (Terra Nova, The Second Edition, CTB/McGraw-Hill) 2008-2009 and 2009-2010 (Terra Nova, The Third Edition, CTB/McGraw-Hill) 2010-2011 and 2011-2012 (Iowa Tests of Basic Skills, 2007-Form C, Riverside Houghton Mifflin Harcourt)					

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NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 6

Test: Iowa Tests of Basic Skills

Edition/Publication Year: Form C, 2007

Publisher: Riverside Houghton Mifflin Harcourt

Scores reported as: Percentiles

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES					
Average Score	79	80	81	80	83
Number of students tested	92	97	100	89	84
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					
Incarnation School's testing program has changed three times throughout the past five years per Archdiocese of Cincinnati requirements. 2007-2008 (Terra Nova, The Second Edition, CTB/McGraw-Hill) 2008-2009 and 2009-2010 (Terra Nova, The Third Edition, CTB/McGraw-Hill) 2010-2011 and 2011-2012 (Iowa Tests of Basic Skills, 2007-Form C, Riverside Houghton Mifflin Harcourt)					

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NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 7

Test: Iowa Tests of Basic Skills

Edition/Publication Year: Form C, 2007

Publisher: Riverside Houghton Mifflin Harcourt

Scores reported as: Percentiles

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Oct	Oct	Oct		
SCHOOL SCORES					
Average Score	80	70	74		
Number of students tested	93	103	82		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0	0	0		
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					
<p>Prior to the 2009-2010 school year, testing at Incarnation School was completed in Grades 2, 4, 6, and 8 per Archdiocese of Cincinnati requirements. Therefore five years of previous testing for Grades 3, 5, and 7 is not available. Incarnation began testing all grades 2-8 in 2009-2010 to get a more complete picture of student performance. Incarnation School's testing program has changed throughout the past five years as follows. 2009-2010 (Terra Nova, The Third Edition, CTB/McGraw-Hill) 2010-2011 and 2011-2012 (Iowa Tests of Basic Skills, 2007-Form C, Riverside Houghton Mifflin Harcourt)</p>					

13PV75

NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 7

Test: Iowa Tests of Basic Skills

Edition/Publication Year: Form C, 2007

Publisher: Riverside Houghton Mifflin Harcourt

Scores reported as: Percentiles

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Oct	Oct	Oct		
SCHOOL SCORES					
Average Score	80	79	81		
Number of students tested	93	103	82		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0	0	0		
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					
<p>Prior to the 2009-2010 school year, testing at Incarnation School was completed in Grades 2, 4, 6, and 8 per Archdiocese of Cincinnati requirements. Therefore five years of previous testing for Grades 3, 5, and 7 is not available. Incarnation began testing all grades 2-8 in 2009-2010 to get a more complete picture of student performance. Incarnation School's testing program has changed throughout the past five years as follows. 2009-2010 (Terra Nova, The Third Edition, CTB/McGraw-Hill) 2010-2011 and 2011-2012 (Iowa Tests of Basic Skills, 2007-Form C, Riverside Houghton Mifflin Harcourt)</p>					

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NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 8

Test: Iowa Tests of Basic Skills

Edition/Publication Year: Form C, 2007

Publisher: Riverside Houghton Mifflin Harcourt

Scores reported as: Percentiles

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES					
Average Score	79	84	84	78	88
Number of students tested	105	85	82	90	101
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					
Incarnation School's testing program has changed three times throughout the past five years per Archdiocese of Cincinnati requirements. 2007-2008 (Terra Nova, The Second Edition, CTB/McGraw-Hill) 2008-2009 and 2009-2010 (Terra Nova, The Third Edition, CTB/McGraw-Hill) 2010-2011 and 2011-2012 (Iowa Tests of Basic Skills, 2007-Form C, Riverside Houghton Mifflin Harcourt)					

13PV75

NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 8

Test: Iowa Tests of Basic Skills

Edition/Publication Year: Form C, 2007

Publisher: Riverside Houghton Mifflin Harcourt

Scores reported as: Percentiles

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES					
Average Score	80	82	87	87	84
Number of students tested	105	85	82	90	101
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					
Incarnation School's™ testing program has changed three times throughout the past five years per Archdiocese of Cincinnati requirements. 2007-2008 (Terra Nova, The Second Edition, CTB/McGraw-Hill) 2008-2009 and 2009-2010 (Terra Nova, The Third Edition, CTB/McGraw-Hill) 2010-2011 and 2011-2012 (Iowa Tests of Basic Skills, 2007-Form C, Riverside Houghton Mifflin Harcourt)					

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